DOCUMENT RESUME

ED 349 126 PS 020 828

TITLE	Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage.
INSTITUTION	National Association for the Education of Young Children, Washington, D.C.; National Association of Early Childhood Specialists in State Departments of Education.; North Central Regional Educational Lab., Oak Brook, IL.; Public Broadcasting Service, Washington, DC. PBS Elementary/Secondary Service.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	92
CONTRACT	RP91002007
NOTE	47p.; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.
AVAILABLE FROM	Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480 (Videotape and guidebook, $25.00).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Child Development; *Childhood Needs; Curriculum Evaluation; Early Childhood Education; *Educational Practices; Educational Research; *Parent School Relationship; Primary Education; Program Evaluation; Research and Development; Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS	Developmentally Appropriate Programs; *Video Teleconferencing

ABSTRACT

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on early childhood education is followed by an overview of the fifth program in the series, which covers the topic of meeting children's needs in early childhood education. In this program, the first story illustrates a teacher's translation of research-based concepts of children's growth and development into practice in a first grade class. The second story illustrates the ways in which staff, parents, and community members support developmentally appropriate practices in a primary education center in California. A series of follow-up activities relevant to the topic of children's needs is described. Additional materials include biographical information on videoconference participants, a list of resources on early childhood, a glossary of terms, a reference list of 25 items, and a form for evaluating the videoconference series. (BC)

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SCHOOLS THAT WORK

The Research Advantage

GUIDEBOOK

5

Meeting Children's Needs

PS 020228

An Eight-Program Videoconference

presented by the
North Central Regional Educational Laboratory
and the PBS Elementary/Secondary Service
in partnership with the
National Association for the Education of Young Children (NAEYC)
and the ***National Association of Early Childhood Specialists***
in State Departments of Education (NAECS/SDE)

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NCREL

The North Central Regional Educational Laboratory (NCREL) is one of ten federally supported regional educational laboratories in the country and serves the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. NCREL works with education professionals in the region to support school restructuring to promote learning for all students, especially those most at risk of academic failure in the most rural and urban settings.

NCREL was created in 1984 by seven chief state school officers and 19 deans of education from colleges and universities. It is governed by a 29-member board of directors composed of the seven chief state school officers and representatives from higher education, business, labor, agriculture, local and intermediate educational agencies, and communities.

The Lab's efforts to respond to regional needs are focused around five major program areas which direct our efforts to those in greatest need and allow us to concentrate our resources in areas likely to result in the greatest impact: curriculum, instruction, and assessment; early childhood and family education; professional development; rural education; and urban education.

As an educational laboratory, NCREL assists schools, families, and communities in identifying and addressing the needs of our children and students and in redesigning schools so that they have a greater capacity to create learning environments appropriate to, and supportive of, the full diversity of student needs and circumstances. We believe a growing body of expertise embodied in theory, research, and practice is pointing toward ways in which the nation can fundamentally rethink, or restructure, its schools.

PBS

The PBS Elementary/Secondary Service (ESS), through and on behalf of PBS member stations, serves the instructional needs of students and teachers nationwide. ESS distributes educational programming and related materials for K-12 classroom use; promotes the use of PBS's primetime programming as a curricular resource; provides professional development for educators; and serves as a national advocate for the use of video and related technologies for learning.

The PBS Adult Learning Service (ALS) offers college-credit television courses through local partnerships of public television stations and colleges. Since 1981, more than 1,500 colleges, in cooperation with 300 public television stations, have enrolled more than one million students in ALS-distributed courses. In August 1988, ALS launched the PBS Adult Learning Satellite Service (ALSS) as a direct satellite service for higher education, offering a wide variety of programming.

National Association for the Education of Young Children (NAEYC)

Each program in the videoconference has one or more content partners that have expertise in the area. One partner for this program is the National Association for the Education of Young Children (NAEYC), the largest professional organization in the world committed to fostering the growth and development of children from birth through age 8. Membership in NAEYC is open to all individuals who desire to serve and act on behalf of the needs and rights of young children. NAEYC is well-known for its publications and position statements regarding subjects such as developmentally appropriate practice, curriculum and assessment guidelines, accreditation, and certification issues. The National Association for the Education of Young Children is membership-supported and has played a major role in the important events and research development presented in this guidebook and videoconference program. Our speakers and special guests were identified by NAEYC because of their significant contributions to the field of early childhood education. NAEYC donated generously to the financing of this videoconference and preparation of the guidebook.

National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)

Our second content partner is the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). The objectives of the National Association of Early Childhood Specialists in State Departments of Education are to enhance and improve what state education agencies do on behalf of young children and their families. The Association works to strengthen communications and coordination among state education agencies as well as professional organizations and other agencies that serve young children. It also influences and supports policies and legislation that affect the education, health, and welfare of children and their families. The Early Childhood Specialists provide assistance and leadership in establishing standards of quality in early childhood programs and the preparation of teachers in early childhood settings. Membership in the National Association of Early Childhood Specialists in State Departments of Education includes staff with major responsibilities for early childhood programs in state departments of education throughout the United States and its territories and associate memberships for those responsible for regional and national early childhood initiatives.

What is a Videoconference?

The North Central Regional Educational Laboratory (NCREL) and the PBS Elementary/Secondary Service have been producing videoconferences together since 1987. Via satellite, videoconferencing allows the exchange of information across town or across the country. A growing number of organizations use this delivery system for staff development, corporate meetings, training sessions, and entertainment events.

Videoconferencing works like this: An "uplink" station transmits the live program to a communications satellite which then beams it to "downlink" sites. Any facility with a satellite dish and the proper receiving capacity can be a downlink site. When combined with a telephone hookup, videoconferencing becomes "interactive" with one-way video (viewers see the presenters on monitors although presenters cannot see the viewers) and two-way audio (viewers can call in and speak to the presenters). Another way to include an interactive component is to have a viewer call-in period following the live satellite transmission.

In 1990, NCREL and PBS produced a nine-part staff development videoconference series, *Restructuring to Promote Learning in America's Schools*. Although not geared specifically toward staff development, *Schools That Work: The Research Advantage* has been designed to help viewers develop the kinds of successful schools that ensure a successful future for all of us.

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This publication is based on work sponsored wholly or in part by the Office of Educational Research and Improvement (OERI), Department of Education, under Contract Number RP91002007. The content of this publication does not necessarily reflect the views of OERI, the Department of Education, or any other agency of the U.S. Government.

Acknowledgments

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SECTION 1

Overview of the Videoconference Series

The President of the United States and the National Governors Association recently set forth six goals to be achieved by the year 2000 (see page 3). *Schools That Work: The Research Advantage* is designed to provide educational research for schools and communities as they reflect upon and seek to implement these national education goals. A recent Gallup poll shows that most Americans strongly support the national goals. Each goal was rated as a high priority by at least 84% of those polled. However, at least 47% felt that reaching these goals by the year 2000 is unlikely.

The North Central Regional Educational Laboratory and the PBS Elementary/Secondary Service are committed to restructuring schools to promote learning. We believe that every child can learn. We also believe that it is in our nation's utmost interest to develop world-class schools that achieve these goals, for the sake of our children.

Scattered throughout America are schools that work. These schools involve teachers, students, administrators, parents, community members, and businesses. They illustrate how the application of learning research can lead to improved education and to the achievement of the national goals. These examples give us hope that we all can make the difference. This videoconference is designed to help viewers develop schools that work, schools that aim to meet the national goals using the research advantage.

Topics and Schedule

1991 (4:00-5:00 pm ET)	**1992** (4:00-5:00 pm ET)
Reading—October 10	Early Childhood Education—February 13
Mathematics—October 24	Drug-Free Schools—March 12
Science—November 14	School-to-Work Transition—April 2
Assessment—November 21	Interagency Collaboration—May 7

Audience

Schools That Work: The Research Advantage is designed primarily for teachers, administrators, and curriculum specialists, as well as staff of state and intermediate education service agencies. However, its fast-paced, informative style will appeal to school board members, parents, policymakers, Chapter I staff, teacher educators and their students, test makers, staff developers, and researchers interested in school improvement.

Videoconference Programs

Videoconference 1

Reading ▪ October 10, 1991 ▪ Children as Strategic Readers

Content Partner: Center for the Study of Reading (CSR), University of Illinois, Urbana-Champaign

Videoconference 2

Mathematics ▪ October 24, 1991 ▪ Children as Problem Solvers

Content Partners: National Center for Research in Mathematical Sciences Education, University of Wisconsin, Madison, and the National Council of Teachers of Mathematics

Videoconference 3

Science ▪ November 14, 1991 ▪ Children as Explorers

Content Partners: Institute for Research on Teaching, Michigan State University, and Project 2061, American Association for the Advancement of Science (AAAS)

Videoconference 4

Assessment ▪ November 21, 1991 ▪ Alternatives for Measuring Performance

Content Partner: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), UCLA

Videoconference 5

Early Childhood Education ▪ February 13, 1992 ▪ Meeting Children's Needs

Content Partners: National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)

Videoconference 6

Drug-Free Schools ▪ March 12, 1992 ▪ Preparing Students for Drug-Free Lifestyles

Content Partner: Midwest Regional Center for Drug-Free Schools and Communities

Videoconference 7

School-to-Work Transition ▪ April 2, 1992 ▪ Preparing Students for Work in the 21st Century

Content Partners: Institute on Education and the Economy, Teachers College, Columbia University, and the U.S. Chamber of Commerce

Videoconference 8

Interagency Collaboration ▪ May 7, 1992 ▪ Integrating Community Services

Content Partner: Study Group on School-Linked Integrated Services sponsored by the U.S. Department of Education and the Department of Health and Human Services

Videoconference Objectives

- To provide examples of how research empowers teachers, students, and whole communities
- To promote meaningful and self-directed learning for all students
- To focus national attention on issues of equity and excellence as schools and communities implement the national goals
- To demonstrate alternative ways that educators, parents, policymakers, and community members can work together to redesign schools for America's children
- To provide high-quality programming with up-to-date research for professional development libraries for educators
- To encourage schools and communities to reflect on the national education goals, well informed by the best of research and practice

The National Education Goals

Goal 1: By the year 2000, all children in America will start school ready to learn.

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

Goal 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Goal 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Rationale for the Videoconference Program Topics

The topics for this series were selected in part because they represent major areas of educational research and in part because they are all relevant to the national education goals. Although each topic area in the series involves different departments and school staff, it is important to understand that schools ultimately are part of one system. What happens in one area of schooling influences what happens in another area. This videoconference series presents two sets of thematically related programs.

- The theme connecting the first four programs (Reading, Mathematics, Science, Assessment) is that research in these areas forms the vision of learning and teaching that drives curriculum, instruction, and assessment. Further, many common threads exist in each research base such as teaching for understanding and collaborative learning.
- The theme connecting the last four programs (Early Childhood Education, Drug Education, School-to-Work Transition, Interagency Collaboration) is that traditionally these topics have been considered somehow outside the core of schooling—both conceptually and politically. Our intent is to demonstrate that they are vital for the achievement of all children. Further, the collaborative learning and higher order thinking, together with their assessment, needed in the subject disciplines are also vital to early childhood education, preparing students for drug-free schools, and the work environment.

Accordingly, NCREL and PBS strongly recommend that schools and community members watch all eight programs to develop a common language and common objectives. Indeed, we hope that schools and community members will use this series as a vehicle for debate and reflection about school reform and implementing the national goals.

Format of Each Videoconference Program

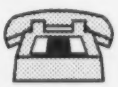
Live Satellite Transmission (1 hour)

For educational research to have a positive impact on schooling, it must be supported by effective classroom practices. With this in mind, the satellite transmission portion of each videoconference will focus on two "stories" depicting actual classrooms or communities that have successfully integrated research into practice. Each story will be followed by a question-and-answer session with the live studio audience. Remote viewers will be able to call in at any time during the program and give their questions to the telephone operator. The moderator will ask selected questions to the presenters throughout the program. Questions not answered on the air may be answered by phone or in print.

The first story will demonstrate effective classroom practices. The second will portray the rich teaching and learning environment created through community involvement in schooling. Each program in the videoconference series draws upon the best of research and practice to address critical questions that schools and communities need to resolve if they are to implement the national goals. Specifically, each program will illustrate the following:

1. How research has changed an individual teacher and the lives of his/her students
2. How schools have used research in the community by involving parents or community members in planning, instruction, or assessment or have enabled teachers and students to engage in learning outside the traditional boundaries of the school

Participant Call-In (30 minutes)



Immediately following the satellite transmission of each videoconference, participants will be given the opportunity to "call in" with comments and questions for videoconference presenters. This segment does not include live video transmission. However, callers will speak directly to the presenters. Because this segment provides one-to-one contact between presenters and participants, it is the key to the interactive nature of the conferences.

SECTION 2

What Does Research Say About Early Childhood Education?

Early Childhood Education (ECE) is the term frequently applied to the education of young children from birth through age 8. Although early childhood education has existed since the creation of kindergarten in the 1800s, the last decade has seen a tremendous amount of attention devoted to the subject of early education for young children.

The first national goal focuses directly on the early childhood years: "By the year 2000, all children in America will start school ready to learn." We believe that **from the time of birth, all children <u>are</u> ready to learn.** However, what we do or don't do as individuals, educators, and collectively as society can impede a child's success in learning. For example, if we do not provide adequate health care and nutrition for our youngsters, those children entering the public schools will already be behind their healthier, properly fed peers. The current educational practices of testing children for kindergarten entry and placement, raising the entrance age to kindergarten, adding an extra "transitional" year between kindergarten and first grade, and retaining children in preschool, kindergarten, or first grade are attempts to obtain an older, more capable cohort of children at each grade level. These educational strategies suggest that current curriculum expectations do not match the developmental level of the children for whom the grade is intended. In effect, these strategies blame the victims, the children, rather than confronting the real problem—an inappropriate curriculum.

The focus of this program, therefore, is to address curriculum and assessment issues related to the education of young children and discuss ways schools can change to become ready for children. Information that follows has been excerpted from position statements and guidelines developed by the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) for appropriately educating young children, ages 3 through 8.

The Need for Early Childhood Curriculum and Assessment Guidelines

The decade of the 1980s saw numerous calls for widespread school reform, with changes recommended in teacher education, graduation requirements, school structure, and accountability measures. With the advent of the 1990s, school reform finally took on the essential question: **what to teach** (Rothman, 1989). Critiques of prevailing curriculum content and methods, and calls for sweeping change were issued by such national organizations as the National Council of Teachers of Mathematics (1989), the American Association for the Advancement of Science (1989), the International Reading Association (1989), the National Council of Teachers of English (Lloyd-Jones & Lunsford, 1989), the National Commission for the Social Studies (1989), the National Association of Elementary School Principals (1990), the National Association of State Boards of Education (1988), the Association for Supervision and Curriculum Development (1989), and others. The early childhood profession, represented by the NAEYC, entered the educational reform debate by issuing influential position statements defining developmentally appropriate practices for young children (Bredekamp, 1987).

These reports reflect a growing consensus that the traditional scope and sequence approach to curriculum with its emphasis on drill and practice of isolated, academic skills does not reflect current knowledge of human learning and fails to produce students who possess the kind of higher-order thinking and problem-solving abilities that will be needed in the 21st century. Past success in improving basic skills in the "3 Rs" has not been matched by success in improving reading comprehension, writing fluency, or math problem-solving ability. In addition, it is evident that our schools are failing to produce future generations with even a working knowledge of the natural, physical, and social sciences, much less the kinds of minds that will create new knowledge in these areas. Specifically, these national organizations call for schooling to place greater emphasis on:

- Active, hands-on learning
- Conceptual learning that leads to understanding along with acquisition of basic skills
- Meaningful, relevant learning experiences
- Interactive teaching and cooperative learning
- A broad range of relevant content, integrated across traditional subject matter divisions

At the same time, these national organizations unanimously criticize rote memorization, drill and practice on isolated academic skills, teacher lecture, and repetitive seatwork.

These national organizations also have raised concerns about the negative effects of traditional methods of evaluation, particularly standardized paper-and-pencil, multiple-choice achievement tests. There is increasing recognition that curriculum reform must be accompanied by testing reform. National organizations are now calling for more **performance-based assessments that align with current views of curriculum and more accurately reflect children's learning** (Fair-Test, 1990; Kamii, 1990; NCTM, 1989; NAEYC, 1988; Bredekamp, 1987; National Commission on Testing and Public Policy, 1990).

While NAEYC's previously published position statements provided clear guidance about **how** to teach young children, they were less specific on **what** to teach. In implementing developmentally appropriate practice, teachers and administrators must make decisions about what to teach and when, and how to best assess that learning has taken place.

Curriculum development should take into account the many sources of curriculum:

- Child development knowledge
- Individual characteristics of children
- Knowledge base of various disciplines
- Values of our culture
- Parents' desires
- Knowledge children need to function competently in our society (Spodek, 1988; 1977; in press)

The task of developing curriculum is made more difficult by the fact that these diverse sources of curriculum may be in conflict with one another. For example, the values and priorities of parents and the community are significant factors to be considered in determining what should be learned; however, parents and community will not necessarily agree on all goals. The expertise of early childhood professionals should also influence decisions about appropriate goals for children (Katz, 1989). To some extent, curriculum decisions should represent a negotiation process with parent and community expectations about what is taught influenced by professional expertise about how to teach and when content is appropriate.

Theoretical Principles of Child Development and Learning

The following are theoretical principles of child development and learning that are critical in developmentally appropriate practice (DAP). These principles are based on the work of Piaget, Vygotsky, Erikson, and others.

Principle	Practice
Children learn best when their physical needs are met and they feel psychologically safe and secure.	DAP respects children's biological needs. For example, children are not made to sit and attend to paperwork or listen to adult lectures for long periods of time. DAP calls for active play and periods of quiet, restful, activity. The environment is safe and secure where everyone is accepted.
Children construct knowledge.	Knowledge is constructed as a result of dynamic interactions between the individual and the physical and social environments. In a sense, the child discovers knowledge through active experimentation. Central to experimentation is making "constructive errors" that are necessary to mental development. Children need to form their own hypotheses and keep trying them out through mental actions and physical manipulations — observing what happens, comparing their findings, asking questions, and discovering answers — and adjust the model or alter the mental structures to account for the new information.
Children learn through social interaction with other adults and other children.	A prime example is the parent-child relationship. The teacher encourages and fosters this relationship as well as relationships with peers and other adults by supporting the child in his or her efforts and later allowing the child to function independently. The teacher's role is one of supporting, guiding, and facilitating development and learning.
Children learn through play.	Play provides opportunities for exploration, experimentation, and manipulation that are essential for constructing knowledge and contributes to the development of representational thought. During play, children examine and refine their learning in light of the feedback they receive from the environment and other people. It is through play that children develop their imaginations and creativity. During the primary grades, children's play becomes more rule-oriented and promotes the development of autonomy and cooperation which contributes to social, emotional, and intellectual development.
Children's interests and "need to know" motivate learning.	Children have a need to make sense of their experiences. In a developmentally appropriate classroom, teachers identify what intrigues their children and then allow the students to solve problems together. Activities that are based on children's interests provide motivation for learning. This fosters a love of learning, curiosity, attention, and self-direction.
Human development and learning are characterized by individual variation.	A wide range of individual variation is normal and to be expected. Each human being has an individual pattern and timing of growth and development as well as individual styles of learning. Personal family experiences and cultural backgrounds also vary.

Adapted from NAEYC and NAECS/SDE "Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8" (1990).

Early Childhood Guidelines

An important contribution to the field of child development and early childhood education was the creation of "Guidelines for Developmentally Appropriate Curriculum and Assessment in Programs Serving Children 3 through 8". The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) jointly developed these guidelines to assist teachers and supervisors to:

1) *Make informed decisions about appropriate curriculum, content, and assessment;*

2) *Evaluate existing curriculum and assessment practices; and,*

3) *Advocate for more appropriate approaches.*

The early childhood profession believes that curriculum and assessment should be based on the best knowledge of theory and research about how children develop and learn with attention given to individual children's needs and interests in a group in relation to program goals. It is important, therefore, to clarify the definitions of these important terms.

> ***Curriculum*** *is an organized framework that delineates the content children are to learn, the processes through which children achieve the identified curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur.*
>
> ***Assessment*** *is the ongoing process of observing, recording and otherwise documenting the work children do and how they do it, to provide a basis for a variety of educational decisions that affect the child.*

Assessment is integral to curriculum and instruction. In early childhood programs, assessment provides a basis for: 1) planning instruction and communicating with parents; 2) identifying children with special needs; and 3) evaluating programs and demonstrating accountability.

For making decisions about developing or selecting curriculum content for young children, or assessing children's progress, NCREL recommends "Guidelines for Appropriate Curriculum and Assessment in Programs Serving Children Ages 3 Through 8" (NAEYC & NAECS/SDE, 1990). The Guidelines, rephrased as questions, appear in Section 4 of this guidebook.

Next Steps: Determining Appropriate Content

Learning and development are so individualized, it is not possible nor desirable to establish uniform age-appropriate expectations. However, it is possible to identify parameters to guide decisions about the appropriateness of curriculum expectations.

The framework that follows is useful for determining age-appropriate curriculum content. This framework reflects the cycle of human learning—movement from awareness, to exploration, to inquiry, to utilization.

- **Awareness** is broad recognition of the parameters of the learning—events, objects, people, or concepts.
- **Exploration** is the process of figuring out the components or attributes of events, objects, people, or concepts by whatever means available; it also is the process whereby children bring their own personal meaning to their experiences.
- **Inquiry** is the process of developing understanding of commonalities across events, objects, people, or concepts. At this point, children begin to generalize their personal concepts and adapt them to more adult ways of thinking and behaving.
- **Utilization** is the functional level of learning, at which children can apply or make use of their understanding of events, objects, people, or concepts.

To learn something new, children must become aware, explore, inquire, use, and apply. This process occurs over time and reflects movement from learning that is informal and incidental, spontaneous, concrete-referenced, and governed by the child's own rules to learning that is more formal, refined, extended, enriched, more removed in time and space from concrete references and more reflective of conventional rule systems.

Model of Learning and Teaching

What Children Do	What Teachers Do
Awareness Experience Acquire an interest Recognize broad parameters Attend Perceive	Create the environment Provide the opportunities by introducing new objects, events, people Invite interest by posing problem or question Respond to child's interest or shared experience Show interest, enthusiasm
Exploration Observe Explore materials Collect information Discover Represent Figure out components Construct own understanding Apply own rules Create personal meaning	Facilitate Support and enhance exploration Extend play Describe child's activity Ask open-ended questions, such as "What else could you do?" Respect child's thinking and rule systems Allow for constructive error
Inquiry Examine Investigate Propose explanations Focus Compare own thinking with that of others Generalize Relate to prior learning Adjust to conventional rule systems	Help children refine understanding Guide children, focus attention Ask more focused questions, such as "What else works like this? What happens if?" Provide information when requested Help children make connections Allow time for sustained inquiry
Utilization Use the learning in many ways; learning becomes functional Represent learning in various ways Apply to new situations Formulate new hypotheses and repeat cycle	Create vehicles for application in real world Help children apply to new situations Provide meaningful situations to use learning

Adapted from NAEYC and NAECS/SDE "Guidelines for Appropriate Curriculum Content and Assessment for Programs Serving Children Ages 3 Through 8", (1990).

Conditions Necessary for Change

Experts agree that meaningful change must be systemic. In other words, change must occur in all aspects and levels of the educational system. This system extends far beyond the walls of the early childhood classroom, into the school building, the community, nation, and global society. The term systemic also suggests that change in one aspect of the educational system will affect other aspects as well. To complicate matters, each of these aspects also may be in the process of change. Thus in the change process, all those involved must continually communicate and take note of the whole educational system, evaluating current plans within the context of the changing whole. We have identified several important conditions necessary for systemic change in early childhood education.

1. We must focus on <u>how</u> children develop and learn in order to meet their cognitive, social, emotional, and physical needs. This calls for early childhood educators to have a thorough understanding of child development, and be able to implement that knowledge in all aspects of their classrooms.
2. The primary school must have the support of the entire community, including the elementary and secondary school staff. Developmentally appropriate practice includes smooth transitions from one grade to the next, so teachers must work together to insure common curriculum and assessment practices that provide continuity throughout the child's academic career.
3. Parents must be encouraged to take active roles in the education of their children. Measures must be taken to involve them in all aspects of their child's growth and development in school, allowing them to be partners in their child's education. This necessitates open communication, problem-solving, and collaborative decisionmaking between and among administrators, teachers and parents.

"It takes a whole village to educate a child"

—Old African Proverb

SECTION 3

Overview of Program 5: Meeting Children's Needs

Program Objectives

- To provide the major findings from research and practice in early childhood education
- To provide examples of excellence at classroom, school, and community levels
- To raise the kinds of questions that might be discussed in school and community forums

Program Outline

- The program opens with comments from committed individuals that serve as a preview of key ideas.
- Moderator Judson Hixson, and Linda Kunesh, Director, Early Childhood and Family Education, both from the North Central Regional Educational Laboratory, introduce the videoconference series and Program 5.
- The first story illustrates how David Burchfield translates the research-based concepts of child growth and development and developmentally appropriate practice into his first grade classroom.
- Hixson moderates questions and comments from the audience.
- The second story illustrates how staff, parents, and community members support developmentally appropriate practice in the Primary Education Center in Redwood City, California.
- Hixson moderates questions and comments from the audience.
- Jones asks selected studio audience members to describe how the stories and discussion in this videoconference may influence their thinking.

Overarching Message

1. Teachers need a fundamental understanding of child development and of how children learn in order to provide developmentally appropriate early childhood education.
2. Teachers needs to change from highly controlled, teacher-directed instruction to a more teacher-child interactive, facilitative approach supportive of child development and learning.
3. The environment must be rich in learning materials and opportunities for child-initiated activity, since children learn best through hands-on manipulation of real objects.
4. Curriculum needs to be realistic, meaningful, integrated, and thematically organized; authentic tasks are used rather than fill-in the blank worksheets.
5. Appropriate assessment procedures rely on teacher observation and children's demonstration through portfolios or other more authentic means rather than only standardized, multi-choice achievement tests.

"What does it mean to approach children developmentally? It means that we recognize the child's changing capacities, and that we recognize that a child has the capacity for change."

—J. Garbarino (1989)

About Story 1: DAP in a First Grade Class

In this story you will see how David Burchfield, a teacher at Brownsville Elementary School in rural Crozet, Virginia, translates the research-based concepts of child growth and development and developmentally appropriate practice into his first grade classroom. Mr. Burchfield designs learning experiences with his students by taking into account both the typical age appropriateness of the activities as well as designing them with each individual student in mind. He teaches in a thematic, responsive/interactive mode and continually strives for a balance of teacher-directed and child-initiated learning.

Twenty-three students, ages 5 to 7, are in his classroom; their reading abilities span from a pre-literate to a fourth grade level. Although this story focuses on Mr. Burchfield's class, all teachers at Brownsville are committed to teaching from a developmentally appropriate approach. Because of this, teachers and students often share and participate with each other throughout the school building. For example, you will see Mrs. Burchfield bring a group of her students across the hall into Mr. Burchfield's room to present a play.

A typical day in Mr. Burchfield's class begins with "Morning Worktime." Students typically arrive up to 30 minutes before the official starting time to begin their work. During this time students work on activities that they want to do. Mr. Burchfield "negotiates" the activities with the students to help the students make good learning decisions and to ensure that what they do is relevant to the curriculum. In a room filled with manipulatives, building blocks, books (literature and student-made), paper, paint, crayons, music, and so on, students have the opportunity to work through diverse activities for which they have purpose. Students often bring things into the classroom, such as a bunny or a marble construction set. Through a knowledge of the content areas and the curricular goals, Mr. Burchfield is able to recognize learning opportunities in these "unplanned" events and transforms them into meaningful learning experiences for the students.

Following a short snack and gross motor activities, Mr. Burchfield's class engages in "Group." As a whole group the students might work with the calendar, sing songs, and generally discuss their learning experiences, reinforcing their knowledge in reading and math.

Next comes either "Math Focus Time" or "Reading Focus Time." In a typical math time, students engage in an activity structured by Mr. Burchfield, but then are given remarkable freedom and responsibility to complete the task. For example, in this story you will see his students measuring objects in the room with unifix cubes, followed by a sharing and analysis of the strategies and outcomes involved.

During the "Read-A-Loud" time, Mr. Burchfield reads to the class, asking them to predict and analyze each story. Even in the first grade his students do genre and author studies, thus developing a coherent perspective and appreciation for literature.

Students learn by doing and taking responsibility for their learning in Mr. Burchfield's class. During the "Reader's & Writer's Workshop," students engage in the authentic tasks of reading and writing. Beginning in a group, students talk about, plan, and share their reading and writing topics. Then each goes off to work his or her learning plan. An exciting aspect of this time is that students often team up. In this story you will see two boys, one who is at a high reading level and another who is at an early stage of reading development, choose to work together to read a certain story. At the end of worktime the whole group comes together and students excitedly share what they have done and what they are proud of.

The day ends with a time of sharing, singing, and supporting each other in their community of learners. Students don't watch the clock in this classroom, and for many, the day ends too soon. They have been actively involved in their learning, not only deciding what to do but also in evaluating whether they are making good learning decisions. Mr. Burchfield empowers each child to do this as he discusses with them in a respectful tone. Portfolios of students' work are continuously collected and shared with students and parents as a means of reporting student progress.

Recommended Reading

Calkins, L. M. (1991). Living between the lines. Portsmouth, NH: Heinemann.

Calkins, L. M. (1986). Art of teaching writing. Portsmouth, NH: Heinemann.

Dewey, J. (1938). Experience and education. New York: MacMillan Publishing Co.

Driscoll, M., & Confrey, J. (Eds.). (1986). Teaching mathematics: Strategies that work. Portsmouth, NH: Heinemann.

Goodman, K. (1989). The whole language evaluation book. Portsmouth, NH: Heinemann.

Graves, D. (1982). Writing: Teachers and children at work. Portsmouth, NH: Heinemann.

Hirsch, E. S. (Ed.). (1984). The block book. Washington, DC: NAEYC.

Katz, L. G., & Chard, C. C. (1989). Engaging children's minds: The project approach. Norwood, NJ: Ablex Publishing Corp.

Vygotsky, L. S. (1986). Thought and language. (rev. ed.) Kozuluin, A. (Ed.) Cambridge, MA: The MIT Press.

Vygotsky, L. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Williams, R. A., Rockwell, R. E., Sherwood, E. A. (1987). Mudpies to magnets: A preschool science curriculum. Mt. Rainier, MD: Gryphon House.

Teaching Approaches

Teaching Approach	Traditional Approach	Mr. Burchfield's Approach
Collaboration	Students often work individually and compete.	Children solve problems both as a group and as individuals within a group; students actively listen to each other. More abled students work with less abled students in reading and writing.
Grouping	When grouping occurs, students are placed in homogeneous groups.	Students are grouped according to strategies they use; individual and cooperative work occurs in small/large groups. Reading and writing groups are heterogeneous.
Activities	Individual seatwork; worksheets; drill and practice; problems from textbooks	Children solve math problems relevent to their daily lives; children use a variety of manipulatives and methods to represent problems. Children construct plays, use blocks to build objects in stories, write on the computer, and sing songs about their reading and writing.
Interaction	Teacher assigns problems from book; teacher demonstrates how to get the correct answer; students work through similar practice exercises; teacher uses basal readers.	Students interact with each other as they solve problems. Teacher talks with students individually to help them choose and design good learning experiences; teacher coaches and guides children through their experiences.
Assessment	Answers on individual worksheets, quizzes, book exercises, and tests graded for correct answers	Assessment is continuous during class and used by the teacher to make instructional decisions; formal assessment (performance-based, interviews) and informal (observation, discussion) are used in grading and instruction. Teacher keeps progress journals for each student and shares them with parents.
Self-Directed Learning	Children do individual work; finish problems on worksheet independently.	Children are encouraged to generate their own unique solutions to problems both individually and in groups. Children negotiate their reading and writing activities with the teacher.
Skill Instruction	Computation and math facts are taught independently of problem solving. Decoding skills are emphasized.	Children learn math facts and develop computation skills through problem solving; children invent their own methods of remembering facts and computing. Children use music pocket charts, and a literature-based approach to develop literacy.

About Story 2: DAP in the Community

The impetus for the developmentally appropriate practice (DAP) illustrated in this story initiated from the concerns and actions of the superintendent and school board of the Redwood City, California, school district. This group recognized that both resources and enrollment were on the decline. Additionally, it became obvious that within the next decade a dramatic demographic change would occur; the percentage of Spanish speaking students has increased from 17% during the early 1980s to over 50% today. Concerned that funds from the state and federal government could not be counted on to support solutions to these problems, the district looked to themselves and to the community.

Believing that any solution must put into practice the research about how children develop and learn, the board directed that an early childhood study be undertaken. This resulted in the board producing a document that specified a new model of educating children, beginning at age 3, whose success depended on the intimate involvement of parents and other community members. Included in this document was a justification for intensifying preschool and primary education based on the research of how children learn and the principles of developmentally appropriate practice.

Implementing DAP in a whole school setting was not done without problems. For example, change requires that teachers, parents, and others change both their beliefs about appropriate practice as well as their actions. Additionally, because of its commitment to active learning, DAP makes use of manipulatives, materials, and resources other than textbooks for which there is often little money. In this story you will see many aspects of the program in its present evolutionary state.

Staff and parents at the Primary Education Center (PEC) at Roosevelt School are committed to creating a comprehensive, integrated early childhood program. Since the PEC opened in 1987, various components have been added to the Center to serve the needs of young children, ages 3 through 7. For example, before- and after-school child care is provided for families who need this service from 7:00 a.m. to 6:00 p.m. Preschool and day care are provided for 3- and 4-year-olds during these same hours. Children may have their breakfast, lunch, and snacks at school as well as participate in developmentally appropriate activities. The preschool program is viewed as the transition period between the family setting and the school setting. Staff in the preschool and day-care programs share a common philosophy with the elementary school staff and participate in joint staff development throughout the year.

A grant from a local foundation facilitated the hiring of two specially trained mental health specialists whose work centers on children and families. These mental health specialists meet with children individually and in small groups and support families through education and training.

In August of 1991, a home visitation program was begun with 60 families from the preschool. Six trained home educators each visit 10 families weekly providing education on child growth and development, health, discipline, and strategies for parents to help their youngsters at home and support their learning at school. Parents also have opportunities to come to school to share concerns with one another. These sessions are facilitated by a parent educator.

Parents are encouraged to become involved both within the school as well as at home. During this segment you will see parents in a variety of roles at the PEC—as volunteer facilitators of "Motor Perception," weekly gross motor periods for kindergartners through second graders; as facilitators of "Plan, Do, Review" during which children construct their own knowledge, make choices, and solve problems related to thematic units; as classroom aides; and as originators and facilitators of "Art in Action" and "Music Movement." Parents also provide assistance and support to the school from their homes by collecting materials for the teachers and students, tracing and cutting materials, and supplying snacks and other consumables.

Roosevelt School is guided by a 14-member School Site Council composed of seven teachers, seven parents and community members, and the principal. This Council is developing a five-year vision for parental and community involvement and is instrumental in assisting the school staff in coordinating their efforts between the school and the home. Parents receive weekly or bimonthly newsletters developed by the students, attend special "Parent Nights" at school, and participate in parent-teacher conferences to learn about their children's progress and how they can support their children's learning at home.

Recommended Reading

Fullan, M. (1982). The Meaning of Educational Change. New York: Columbia University, Teachers College, Teachers College Press.

Fullan, M. (Jan., 1985). Change Processes and Strategies at the Local Level. Elementary School Journal, 85(3), 391-421.

Fullan, M. (1989). Implementation and Change. New York: Taylor & Francis.

Fullan, M., et al. (1990). Changing School Culture Through Staff Development: Yearbook of the Association for Supervision and Curriculum Development. Alexandria, VA: Association for Supervision and Curriculum Development.

Honig, A. S. (1988). Parent involvement in early childhood education. Washington, DC: NAEYC.

Powell, D. R. (1989). Families and early childhood programs. Washington, DC: NAEYC.

Viewer's Guide for Program 5: Meeting Children's Needs

Things to look for during the program...	Spaces for taking notes
How does David Burchfield provide his students with motivation and opportunities to grow and learn?	
How is collaboration implemented in each of the two stories?	
How are the community members of Redwood City involved in implementing the curriculum?	
How do the teachers in this program assess students' progress? In what ways do they involve students in this process?	
How do the approaches presented in this program address the national goals?	

SECTION 4

Follow-Up Activities for Participants

Activities for Teachers

The examples of excellence in this program clearly show that in successful schools, teaching is a multidimensional activity. One of the most powerful of these dimensions is that of "teacher as researcher." Not only do teachers need to use research in their practice, they need to participate in "action" research in which they are always engaging in investigation and striving for improved learning. The key to action research is to pose a question or goal, and then design actions and evaluate progress in a systematic, cyclical fashion as the means are carried out. Below are three major ways that you can become involved as an action researcher.

1. Use the questions found at the end of this section to evaluate your school's early childhood curriculum and assessment.

2. Implement the models of excellence presented in this program. Ask yourself:
   - What outcomes do the teachers in this program accomplish that I want my students to achieve?
   - How can I find out more about their classrooms and schools?
   - Which ideas can I most easily implement in my classroom and school?
   - What will I need from my school and community?
   - How can I evaluate progress?

3. Form a team and initiate a research project. A research project can be designed to generate working solutions to a problem. The issues for your research group to address are:
   - What is the problem or question we wish to solve?
   - What will be our approach?
   - How will we assess the effectiveness of our approach?
   - What is the time frame for working on this project?
   - What resources do we have available?
   - What outcomes do we expect to achieve?

Activities for Parents and Community Members

The following are activities that individuals and groups can do with early childhood programs.

1. Serve on early childhood committees to identify early childhood needs and resources and ways you and your group or agency can support developmentally appropriate practice in early childhood.

2. Consider ways that schools and community members can work together to provide:
   - Materials for a rich early childhood learning environment (e.g., real literature in print and audio form, computers, manipulatives for learning)
   - Opportunities for children and teachers to learn out of school
   - Opportunities for adults to serve as role models, tutors, aides, and experts
   - Opportunities for children to become involved with and contribute to the community

3. Promote school and community forums to debate the national education goals:
   - Invite your local television and radio stations to host school and community forums.
   - Have "revolving school/community breakfasts" (community members visit schools for breakfast once or twice a month, changing the staff and community members each time).
   - Gather information on the national education goals and their assessment.
   - Gather information on alternative models of schooling.
   - Gather information on best practices and research in the classroom.

Some of the important questions and issues to discuss in your forums are:

- Have we reviewed the national education goals documents to arrive at a common understanding of each goal?
- What will students be like who learn in schools that achieve the goals?
- What must schools and communities be like to achieve the goals?
- Do we agree with the goals, and how high do we rate each?
- What is the reason for national pessimism about their achievement?
- How are our schools doing now in terms of achieving each?
- Why is it important for us to achieve the goals?
- What are the consequences for our community if we don't achieve them?

- What assumptions are we making about the future in terms of Knowledge, Technology and Science, Humanities, Family, Change, Population, Minority Groups, Ecology, Jobs, Global Society, and Social Responsibility? Discuss in terms of each of the goal areas.

4. Consider ways to use this program guidebook, *Meeting Children's Needs,* to promote understanding and commitment from school staff, parents, and community members to implement developmentally appropriate practice in early childhood settings.

Applying the Curriculum Guidelines

Developing curriculum or deciding whether a particular curriculum is appropriate for a specific group of children is a complex task that requires consideration of many variables. To facilitate the task of using the Curriculum Guidelines, NAEYC and NAECS/SDE have rephrased each of the guidelines as a question. They suggest that a curriculum committee, composed of six to eight teachers review a proposed curriculum by subjecting it to these questions. (Because continuity of philosophy and practice across the early childhood continuum within communities also is of major importance, NCREL recommends that curriculum committees include administrators; parents; Head Start, child-care, and preschool providers; and community members on the curriculum committee.) An approved curriculum would be one for which a group of early childhood professionals and lay persons could agree in the affirmative to each of the following questions.

Questions to ask in evaluating a program's curriculum:

1. Does it promote interactive learning and encourage the child's construction of knowledge?
2. Does it help achieve social, emotional, physical, and cognitive goals?
3. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
4. Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?
5. Are the expectations realistic and attainable at this time or could the children more easily and efficiently acquire the knowledge or skills later on?
6. Is it of interest to children and to the teacher?
7. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
8. Does it build on and elaborate children's current knowledge and abilities?

9. Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?
10. Does it facilitate integration of content across traditional subject matter areas?
11. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?
12. Is this content worth knowing? Can it be learned by these children efficiently and effectively now?
13. Does it encourage active learning and allow children to make meaningful choices?
14. Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?
15. Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision making?
16. Does it promote and encourage social interaction among children and adults?
17. Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment/elimination?
18. Does it promote feelings of psychological safety, security, and belonging?
19. Does it provide experiences that promote feelings of success, competence, and enjoyment of learning?
20. Does it permit flexibility for children and teachers?

Applying the Assessment Guidelines

As with curriculum decisions, assessment decisions should reflect the consensual opinion of early childhood professionals, lay persons, and assessment experts. To facilitate this process, NAEYC and NAECS/SDE have rephrased their assessment guidelines as questions. Evaluation of current or proposed assessment procedures and/or instruments should result in affirmative responses to **all** of these questions.

Questions to ask in evaluating a program's assessment procedures:

1. Is the assessment procedure based on the goals and objectives of the specific curriculum used in the program?
2. Are the results of assessment used to benefit children, i.e., to plan for individual children, improve instruction, identify children's interests and needs, and individualize instruction, rather than label, track, or fail children?
3. Does the assessment procedure address all domains of learning development—social, emotional, physical, and cognitive—as well as children's feelings and dispositions toward learning?
4. Does assessment provide useful information to teachers to help them do a better job?

5. Does the assessment procedure rely on teachers' regular and periodic observations and record-keeping of children's everyday activities and performance so that results reflect children's behavior over time?
6. Does the assessment procedure occur as part of the ongoing life of the classroom rather than in an artificial, contrived context?
7. Does the assessment rely on demonstrated performance during real, not contrived activities, for example, real reading and writing activities rather than only skills testing?
8. Does the assessment rely on multiple sources of information about children such as collections of their work, results of teacher interviews and dialogues, as well as observations?
9. Does the assessment procedure reflect individual, cultural, and linguistic diversity? Is it free of cultural, language, and gender biases?
10. Do children appear comfortable and relaxed during assessment rather than tense or anxious?
11. Does the assessment procedure support parents' confidence in their children and their ability as parents rather than threaten or undermine parents' confidence?
12. Does the assessment examine children's strengths and capabilities rather than just their weaknesses or what they do not know?
13. Is the teacher the primary assessor and are teachers adequately trained for this role?
14. Does the assessment procedure involve collaboration among teachers, children, administrators, and parents? Is information from parents used in planning instruction and evaluating children's learning? Are parents informed about assessment information?
15. Do children have an opportunity to reflect on and evaluate their own learning?
16. Are children assessed in supportive contexts to determine what they are capable of doing with assistance, as well as what they can do independently?
17. Is there a systematic procedure for collecting assessment data that facilitates its use in planning instruction and communicating with parents?
18. Is there a regular procedure for communicating the results of assessment to parents in meaningful language, rather than letter or number grades, that reports children's individual progress?

Questions to ask in evaluating screening/diagnostic procedures:

1. Are screening test results used only as a first step in a systematic diagnostic procedure for identifying children with special needs rather than to deny children entrance to a program or as the sole criterion for assignment to a special program?
2. Are the screening tests used reliable and valid for the purpose for which they are used? Are the technical adequacies of standardized measures carefully evaluated by knowledgeable professionals?
3. Are parents informed in advance when children are screened? Are the purpose and procedures carefully explained to parents and are parents permitted to stay with their child if desired?
4. Is the screener knowledgeable about young children and able to relate to them in a positive manner?
5. Does the screening procedure involve concrete hands-on activities rather than paper-and-pencil tasks?
6. Does the screening procedure lead to systematic diagnosis of potential handicapping conditions or health problems for the children for which this is warranted?
7. If a comprehensive diagnostic process is recommended after screening, have the key conditions warranting the implementation of the process been delineated and documented for the parents in writing in language they can understand?

Questions to ask in assessing program evaluation procedures:

1. Is the program evaluation procedure congruent with all other stated principles of curriculum and assessment?
2. Does the program evaluation summarize and quantify the results of performance-based assessments of children's progress conducted by classroom teachers?
3. Does the program evaluation incorporate many indicators of children's progress, rather than standardized, group-administered achievement test scores?
4. Does the program evaluation address all components of the delivery of the program instead of being limited to measuring outcomes for children?
5. Is sampling used in situations where the administration of a standardized achievement test is mandated?

SECTION 5

Biographical Information

Videoconference Participants

Darcy Anderson is a parent involved with the Primary Education Center at Roosevelt School in the Redwood City School District. She is a student teacher within the Redwood City School District and is in the process of acquiring a teaching credential. She holds a Bachelor of Arts degree in Liberal Studies with a minor in Early Childhood Education from California State University. Ms. Anderson is the former director of Rosener House, a senior citizen day care center.

Barbara T. Bowman is the Director of Graduate Studies at the Erikson Institute in Chicago, Illinois. She teaches courses in Public Policy, Administration, and Early Childhood Curriculum and has taught at universities in Iran and China Ms. Bowman holds a Master of Arts degree in Education from the University of Chicago and is a past president of the National Association for the Education of Young Children (NAEYC). She has served on numerous professional committees including the Illinois State Board of Education Advisory Committee on Early Childhood Education. She is a member of the board of the Family Resource Coalition and the Great Books Foundation and she is a frequent consultant to Head Start, public schools, and day-care programs. Ms. Bowman speaks and writes frequently on issues related to children and families. Currently she directs projects in the Chicago Public Schools to establish appropriate assessment strategies and parent education programs. She is also the co-director of the "Arts in the School" project.

Sue Bredekamp is the Director of Professional Development for the National Association for the Education of Young Children (NAEYC). In this role, Dr. Bredekamp manages the newly established National Institute for Early Childhood Professional Development, designed to improve the quality of services for young children and their families by improving the quality of professional preparation and training for early childhood personnel. She also oversees the operation of NAEYC's voluntary accreditation system for early childhood programs. Dr. Bredekamp is the primary author of several of NAEYC's most influential position statements, including those related to standardized testing, appropriate curriculum and assessment, and guidelines for professional preparation. She holds a Ph.D. in Early Childhood Education from the University of Maryland. Her professional experience includes teaching and directing preschool and child-care programs, training child care personnel at a community college, and serving on the early childhood faculty of a liberal arts college.

David Burchfield is a teacher and educational consultant. He teaches primary-age children at Brownsville Elementary School in Crozet, Virginia, which is part of the Albemarle County Public Schools. Mr. Burchfield holds a masters' degree in Early Childhood and Elementary Education from the University of Virginia, Charlottesville. He consults with teachers, schools and school systems on the implementation of developmentally appropriate practice and related instructional methods such as whole language, the writing process, and the project approach. He was featured in the October, 1990 issue of *Life Magazine* for his innovative teaching style, and was recently published on an audiotape series produced by the American Association of School Administrators (AASA) entitled, *Transforming Primary Schools to Improve Student Learning.* He is a member of the National Association for the Education of Young Children and has been nationally recognized for his contributions to the field of early childhood education.

Willie Epps has been the Project Director of the Southern Illinois University at Edwardsville Head Start Program for the past eight years. Dr. Epps holds a Ph.D. in Curriculum and Instruction from Kansas State University. He is a former assistant to the Vice President of Academic Affairs at the University of South Alabama and is a former Program Officer with the U.S. Department of Education in Washington, DC. Dr. Epps has served as a consultant to national, state and local colleges, organizations, public schools, and community social service agencies. He has had articles published in several educational journals. Dr. Epps was recently named most outstanding Head Start Director, Region V, by the Department of Health and Human Services. He is a National Institute of Education fellow.

Linda Espinosa is the Director of Primary Education and Child Development Services in the Redwood City, California School District. Dr. Espinosa began her career as a kindergarten teacher and early childhood educator in Seattle, Washington. She received her Ph.D. in Early Childhood Education from the University of Chicago. As a public school administrator for the past 14 years, she has worked with numerous urban districts to implement developmentally appropriate practices at the preschool and primary level. Dr. Espinosa is currently Treasurer for the National Association for the Education for Young Children (NAEYC) and is a member of the California Elementary Grades Task Force. She is the author of several articles on appropriate curriculum practices for public schools and is a frequent consultant to the California State Department of Education. She believes that "all children <u>are</u> ready to learn, and that schools must learn how to best teach young children from diverse backgrounds."

Tynette Hills is currently president of the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), and the coordinator for the Office of Early Childhood Education for the New Jersey Department of Education. Her training and experience are in early childhood education and elementary education, with specialization in prekindergarten through primary. She has taught in the public schools, Head Start, child-care programs, and teacher preparation courses in colleges and universities. Dr. Hills has designed and led parent education programs and served as a trainer for inservice and professional development activities. She also has consulted on program development and implementation. Dr. Hills received her Ph.D. in Early Childhood and Elementary Education from Rutgers University. Her publications and extensive public speaking have focused on early childhood curriculum and assessment, child development issues, and teacher-child-parent relationships. Dr. Hills has served on state, regional, and national advisory groups and task forces on related topics.

Judson Hixson is Senior Associate Director of Technology and Information at the Midwest Regional Center for Drug-Free Schools and Communities. Mr. Hixson is a Ph.D. candidate at the University of Chicago and holds a Master of Arts degree in Educational Psychology from the University of Chicago. Before joining NCREL, Mr. Hixson was Administrative Coordinator in the Chicago Public Schools. He also served as Educational Director for the Chicago Urban League, and as on-loan consultant to the National Urban League for educational policy development and congressional relations. He has teaching experience at all grade levels, as well as experience in university administration. He has served as consultant to a wide variety of organizations, including the U.S. Department of Justice, Community Relations Division.

Beau Fly Jones is Director of Curriculum, Instruction, and Assessment at the North Central Regional Educational Laboratory. Dr. Jones holds a Ph.D. in Educational Psychology from Northwestern University. She has expertise in the areas of cognitive learning and effective comprehension instruction. Before becoming a member of the NCREL staff, Dr. Jones served as Special Projects Coordinator for the Chicago Public Schools, and was a developer for their instructional materials in several areas, particularly social studies and reading. Since her arrival at NCREL in 1984, she has published over 25 articles and books on dimensions of thinking, cognitive instruction, and applications of technology to curriculum development. In 1990, she was Project Director for NCREL's national videoconference series, *Restructuring to Promote Learning in America's Schools*.

Linda Kunesh is Director of the Early Childhood and Family Education program at the North Central Regional Educational Laboratory. Dr. Kunesh holds a Ph.D. in Educational Leadership and Policy Studies from Loyola University in Chicago. A former teacher for 11 years, Dr. Kunesh has taught children, ages 3-21, in early childhood, elementary, and special education and served as an administrator with the Elmhurst Public Schools in Elmhurst, Illinois. Dr. Kunesh was recently appointed by the U.S. Department of Education and the Department of Health and Human Services to serve on a national study group focusing on integrated services for children. She is the author of several reports and articles on policies that effect young children and families. Dr. Kunesh serves on the Illinois and Indiana state advisory councils for young children and consults with school districts, intermediate service agencies, and state departments of education on issues pertaining to early childhood and family education across NCREL's region.

Maurice Sykes is currently the Director of Early Childhood Programs with the Washington, DC Public Schools. Formerly the Assistant Director of Communications and Public Affairs with the District of Columbia Public Schools, Mr. Sykes is responsible for providing district-wide leadership in the development and operation of programs serving children ages 3-8 years of age. He currently serves as a senior associate with the Institute for Educational Leadership, Washington, DC, where he designs and implements professional development programs in educational policy, practices, and leadership training for mid- to senior-level education and human service professionals from the metropolitan Washington area. Mr. Sykes holds a Master of Arts degree in Education from Antioch College in Yellow Springs, Ohio, and has worked for the U.S. Department of Education as an Assistant Director in Urban Initiatives where he wrote, analyzed, and evaluated research, fiscal/programmatic impact data, policy papers, and congressional testimony.

SECTION 6

Important Early Childhood Resources

Position Statements

Bredekamp, S. (Ed.). (1987). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. (ex. ed) Washington, DC: NAEYC.

National Association of Early Childhood Specialists in State Departments of Education. (1987). Unacceptable trends in kindergarten entry and placement. Unpublished paper. Available from state education agencies and NCREL.

National Association for the Education of Young Children, & National Association of Early Childhood Specialists in State Departments of Education. (1990). Position statement on guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. Young Children, 46(3), 21-37.

National Association of State Boards of Education. (1988). Right from the start. The report of the NASBE task force on early childhood education. Alexandria, VA: NASBE.

Books

NAEYC Publications are available from NAEYC, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786. Phone 1-800-424-2460 or 202-232-8777, Fax 202-328-1846.

Achievement Testing in the Early Grades: The Games Grown-Ups Play. (1989, C. Kamii, Ed.).

Anti-Bias Curriculum: Tools for Empowering Young Children. (1989, L. Derman-Sparks, and the A.B.C. Task Force).

Beyond Self-Esteem: The Development of the Self System. (1989, N. Curry, & C. Johnson).

The Case for Mixed-Aged Grouping in Early Childhood Education. (1989, L. G. Katz, D. Evangelou, & J. A. Hartman).

The Child's Construction of Knowledge: Piaget for Teaching Children. (1983, G. E. Forman, & D. Kuschner).

Contructivist Early Education: Overview and Comparison with Other Programs. (1990, R. DeVries, & L. Kohlberg).

Developmental Screening in Early Childhood: A Guide. (1985, rev. ed., S. J. Meisels).

Books continued

Emerging Literacy: Young Children Learn to Read and Write. (1989, D. S. Strickland, & L. M. Morrow).

More Than the ABC's: The Early Stages of Reading and Writing. (1986, J. Schickedanz).

Audio

American Association of School Administrators (AASA). Audio Workshop Professional Development Series. (1991). Transforming primary schools to improve student learning: Philosophy and strategies for developmentally appropriate education. Arlington, VA: AASA, 1801 N. Moore St., Arlington, Virginia 22079

Videotapes

Sulzby, E., & Gardner Communications (1988). Emergent literacy: Kindergartners write and read. Bloomington, IN: Agency for Instructional Technology, Box A, Bloomington, Indiana 47402-0120, 800-457-4509. VHS videotape (30 min.) plus teacher's guide and student workbook, $150.

SECTION 7

Glossary

Assessment In early childhood, assessment is the process of observing, recording and otherwise documenting the work children do and how they do it, as a basis for a variety of educational decisions that affect the child, including planning for groups and individual children, and communicating with parents. Assessment also is used to determine the extent to which an instructional strategy or program is working.

Curriculum An organized framework that delineates the content children are to learn, the processes through which children achieve the identified curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur.

Developmental Appropriateness The concept of developmental appropriateness has two dimensions: age appropriateness and individual appropriateness.

Age appropriateness Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first 9 years of life. These predictable changes occur in all domains of development-physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual appropriateness Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding.

SECTION 8

References

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Bredekamp, S., & Rosengrant, T. (Eds.). (in press). Reaching potentials: Appropriate curriculum and assessment for young children. Washington, DC: NAEYC.

Bredekamp, S. (Ed.). (1987). Developmentally appropriate practice in early childhood programs serving children form birth through age 8. (ex. ed.). Washington, DC: NAEYC.

FairTest (National Center for Fair and open Testing). (1990). Fallout from the testing explosion: How 100 million standardized exams undermine equity and excellence in America's public schools (3rd edition). Cambridge, MA: FairTest

Gabarino, J. (1989). Early intervention in cognitive development as a strategy for reducing poverty. In G. Miller (Ed.). Giving children a chance: The case for more effective national policies. (pp. 23-26). Washington, DC: National Policy Press.

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Katz, L.G., & Chard, S. (1989). Engaging children's minds: The project approach. Norwood: New Jersey: Ablex

Lloyd-Jones, R., & Lunsford, A.A. (Eds.). (1988). The English Coalition Conference: Democracy through language. Urbana, IL: National Council of Teachers of English.

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National Association of State Boards of Education. (1988). Right from the start: The report of the NASBE task force on early childhood education. Alexandria, VA: Author.

National Commission on Social Studies in the Schools. (1989). Charting a course: Social studies for the 21st Century. Washington, DC: Author.

National Commission on Testing and Public Policy. (1990). From gatekeeper to gateway: Transforming testing in America. Chestnut Hill, MA: Author.

National Council of Teachers of Mathematics. (1989). Curriculum and evaluation standards for school mathematics. Reston, VA: Author.

Rothman, R. (May, 1989). What to teach: Reform turns finally to the essential question. Education Week, 1(8), 10-11.

Shepard, L.A., & Smith, M.L. (1988). Escalating academic demands in kindergarten: Some nonsolutions. Elementary School Journal, 89(2), 135-146.

Spodek, B. (1977). What constitutes worthwhile educational experiences for young children. In B. Spodek (Ed.). Teaching practices: Reexamining assumptions. (pp. 1-20). Washington, DC: NAEYC.

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Vygotsky, L.S. (1978). Mind in society: The development of psychological processes. Cambridge, MA: Harvard University Press.

Vygotsky, L.S. (1981). The genesis of higher mental functions. In J.V. Wertsch (Ed.). The concept of activity in Soviet psychology. Armonk, NY: M.E. Sharpe

Product Order Form

Qty.	Price	Order #	Title/Author
____	$300	RES 091	**Restructuring to Promote Learning in America's Schools** (1990). A series of nine, 2-hour videotapes and guidebooks. Produced by NCREL and PBS. ■ The New Definition of Learning: The First Step for School Reform ■ The Thinking Curriculum ■ The Collaborative Classroom: Reconnecting Teachers and Learners ■ Multidimensional Assessment: Strategies for the Classroom ■ Schools as Learning Communities ■ Many Roads to Fundamental Reform: Getting Started ■ Many Roads to Fundamental Reform: Continuing the Journey ■ The Meaning of Professional Development in the 21st Century ■ Reconnecting Students at Risk to the Learning Process Individual videotape/guidebook sets are available for $35. Please specify which videoconference you want.
____	$10	HST 703	**Dimensions of Thinking: A Framework for Curriculum and Instruction** (1988). Robert J. Marzano, Ronald S. Brandt, Carolyn Sue Hughes, Beau Fly Jones, Barbara Z. Presseisen, Stuart C. Rankin, and Charles Suhor.
____	$10	HST 705	**Strategic Teaching and Learning: Cognitive Instruction in the Content Areas** (1987). Beau Fly Jones, Annemarie Sullivan Palincsar, Donna S. Ogle, and Eileen Glynn Carr.
____	$10	ECE-901	**Early Intervention for At-Risk Children in the North Central Region: A Comparative Analysis of Selected State Education Agencies' Policies** (1990). Linda G. Kunesh. Includes Executive Summary. Executive Summary also available separately (ECE-902).
____	$2.50	ECE-902	**Executive Summary**
____	$4.00	ECE-903	**A Historical Review of Early Intervention** (1990). Linda G. Kunesh.

To order these products, send a check or purchase order to:

Publications Department
North Central Regional Educational Laboratory
1900 Spring Road, Suite 300
Oak Brook, IL 60521

To receive a FREE catalog listing all NCREL products, write to the above address or call Cheryl May at 708/571-4700.

SCHOOLS THAT WORK
The Research Advantage

Where multiple choices occur, please circle the most appropriate response.

Which of the following best describes your affiliation?

School	School District	State Ed. Agency	Intermediate Service Agency	Other
principal	superintendent	administrator	director	teacher educator
teacher	staff	staff	staff	preservice teacher
parent	board member	board member	board member	community member
other (describe):	other (describe):	other (describe):	other (describe):	other (describe):
_____	_____	_____	_____	_____

How did you learn about the videoconference? _____

What is your purpose in watching the videoconference? staff development preservice education community forum other (describe):_____

Did you watch last year's NCREL/PBS Series: *Restructuring to Promote Learning in America's Schools?* Yes No

Where are you watching the videoconference? _____

This location is: rural suburban urban

Are you watching the program via satellite? cable channel? videotape? other?_____

Please rate the following descriptions of the videoconference on a scale of 1 - 5.
Use these decriptors as guidelines, and circle the number that matches your assessment of that component.

1 = very poor; needs considerable improvement (2 = somewhere between 1 & 3)
3 = average; acceptable; "okay" (4 = somewhere between 3 & 5)
5 = outstanding; superior N/A = not applicable

		poor		average		outstanding	
Site Facilities:	a) room arrangement; accessibility	1	2	3	4	5	
Seating Arrangements:	a) comfortable; clear view of the screen	1	2	3	4	5	
Telecast:	a) picture; sound; volume	1	2	3	4	5	
Facilitator	a) conducted pre-conference activities	1	2	3	4	5	N/A
	b) conducted post-conference activities	1	2	3	4	5	N/A
	c) answered questions; solved problems	1	2	3	4	5	N/A
Print Materials	a) organized; easy to read	1	2	3	4	5	N/A
	b) clear language; right amount of material	1	2	3	4	5	N/A
	c) enhanced; supported program content	1	2	3	4	5	N/A
	d) written to be reread; shared with others	1	2	3	4	5	N/A
	e) useful addition to a professional development library	1	2	3	4	5	N/A

(please turn over)

Please rate the following descriptions of the videoconference on a scale of 1 - 5.

Use these descriptors as guidelines, and circle the number that matches your assessment of that component.

1 = very poor; needs considerable improvement (2 = somewhere between 1 & 3)
3 = average; acceptable; "okay" (4 = somewhere between 3 & 5)
5 = outstanding; superior N/A = not applicable

		poor		average		outstanding	
Video Program:	a) topic was relevant to my needs; interests	1	2	3	4	5	
	b) videoconference changed my knowledge base	1	2	3	4	5	
	c) presented quality information	1	2	3	4	5	
	d) presented an adequate amount of information	1	2	3	4	5	
	e) presented specific examples demonstrating excellence in developmentally appropriate practice	1	2	3	4	5	
	f) presented importance of linking research to practice	1	2	3	4	5	
	g) balanced discussion between research and field examples	1	2	3	4	5	
	h) presented how community involvement can be used to provide support in the classroom	1	2	3	4	5	
	i) program was motivating	1	2	3	4	5	
National Education Policy:	a) video and print materials helped explain the national education goals	1	2	3	4	5	N/A
	b) program discussed how research can help meet the national education goals	1	2	3	4	5	N/A
	c) program gave examples of linking districts and state educational goals with the national education goals	1	2	3	4	5	N/A
	d) program gave useful examples for setting up school and/or community forums	1	2	3	4	5	N/A
Video Program Format:	a) overall organization and flow of program	1	2	3	4	5	
	b) host moderated program in an even manner	1	2	3	4	5	
	c) segment on classroom teacher	1	2	3	4	5	
	d) segment on school and community	1	2	3	4	5	
	e) panel discussion and audience interaction	1	2	3	4	5	

Recommendations: